

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Fall 2012**

Course Syllabus for: SW 383R Social Work Practice I
Unique number 62885
Meets Thursdays 4:30p – 8:30p
Room 2.112

Instructor: Robin M. Smith, LCSW
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Office Hours: Thursdays 2:00 – 3:00, and by appointment

You can't lead the people if you don't love the people. You can't save the people if you won't serve the people.

Cornel West

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. REQUIRED TEXTS

1. *Direct Social Work Practice: Theory and Skills (9th Edition)*, by Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen. Thomson Brooks/Cole, Publisher.
2. *The Successful Internship (3rd Edition)*, by Sweitzer, H. and King, M. Brooks/Cole, Publisher
3. Assigned articles will be posted on Blackboard.

III. STANDARDIZATION OF COURSE OBJECTIVES

Upon completion of this course, you should be able to:

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics (**PB 2, 8**);
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members (**PB 2, 3, 7**);
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities (**PB 2, 5, 6, 30**);
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency (**PB 29, 36**);
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk (**PB 5, 8**);

6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment (**PB 33, 34, 38, 39**);
7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice (**PB 32, 33, 34, 38**);
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings (**PB 29, 31, 35, 36**);
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery (**PB 35, 36, 37**).

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly:

PB2 Practice personal reflection and self-correction to assure continual professional development

Objectives: 1, 2 and 3

Assignment: Student Interview Project & Client Case Assessment, Values & Ethics Self Assessment paper, In-class Ethics Exercise

PB3 Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis and Presentation, In-class discussion

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Assigned Readings, Agency Analysis and Presentation, Student Interview Project (Peer Feedback Group)

PB6 Use supervision and consultation

Objectives: 3

Assignment: Student Interview Project & Client Case Assessment

EP 2.1.2 Apply social work ethical principles to guide professional practice:

PB7 Recognize and manage personal values to allow professional values to guide practice

Objectives: 2

Assignment: In-class Values Exercise, Tests & Ethics Exercise

PB 8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objectives: 1 and 5

Assignment: In-class Values Exercise, Tests & Ethics Exercise

EP 2.1.10a. Engagement:

PB29 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities

Objectives: 4 and 8

Assignment: Agency Analysis and Presentation, Tests & In-class exercises

PB 30 Use of empathy and other interpersonal skills

Objectives: 3

Assignment: Student Interview Project & Client Case Assessment, In-class exercises
PB31 Develop a mutually agreed-on focus of work and desired outcomes
Objectives: 8
Assignment: Quizzes, Student Interview Project & Client Case Assessment, In-class exercises

EP 2.1.10b. Assessment:

PB 32 Collect, organize, and interpret client data
Objectives: 7
Assignment: Student Interview Project & Client Case Assessment, In-class exercises
PB 33 Assess client strengths and limitations
Objectives: 6 and 7
Assignment: Student Interview Project & Client Case Assessment, In-class exercises
PB 34 Develop mutually agreed-on intervention goals and objectives
Objectives: 6 and 7
Assignment: Student Interview Project & Client Case Assessment, In-class exercises
PB35 Select appropriate intervention strategies
Objectives: 8 and 9
Assignment: Student Interview Project & Client Case Assessment & In-class exercises

EP 2.1.10c. Intervention:

PB36 Initiate actions to achieve organizational goals
Objectives: 4, 8 and 9
Assignment: Agency Analysis and Presentation
PB37 Implement prevention intervention that enhances client capacities
Objectives: 9
Assignment: Student Interview Project & Client Case Assessment
PB 38 Help clients resolve problems
Objectives: 6 and 7
Assignment: Student Interview Project & Client Case Assessment, Principled Negotiation Exercise
PB39 Negotiate, mediate, and advocate for clients
Objectives: 6
Assignment: Student Interview Project & Client Case Assessment, Principled Negotiation Exercise

IV. TEACHING METHODS

A variety of teaching methods will be utilized, including: lectures, class discussions, experiential learning through simulations and role plays, case examples, student presentations, collegial consultations, small group process and guest lecturers. The assignments are carefully designed to support the learning objectives for this course, and to help you hone and successfully apply your interpersonal skills, improve your awareness of the context in which client issues occur, shape your development as an emerging professional, and sharpen your writing skills and self-awareness.

Blackboard is a very important extension of the classroom and is frequently used to communicate with the class and augment in-class discussions/lectures. For this reason, you must have access to a computer and check your email and Blackboard regularly. If you do not have a computer with Internet access, computers are available for your use at the Social Work Learning Center (LRC) in the basement of the SSW building, the Flawn Academic Center and campus and public libraries. Computers with text readers are available. Contact the ITS Help Desk at 475-9400 for assistance with Blackboard.

V. COURSE GRADING

You will be graded on performance in the following areas for a total of 100 possible points: Class Participation 10 points; Values & Ethics Self-Assessment 10 points; Agency Analysis Paper 10 points; Tests 20 points; Student Interview Project 20 points; Client Case Assessment and Self Reflection Paper 30 points. Assignments will be graded and returned as soon as possible and grades will be posted on Blackboard. It is strongly recommended that you keep up with your own grade tally and check in with me if you're unsure about your participation grade. *"A" work is work that is excellent in quality and clearly shows the student's efforts to go above and beyond the basic requirements.* The following graduate grading scale will be used to determine your final letter grade for the course:

100 – 94 points = A (excellent work)
93 – 90 points = A-
89 – 87 points = B+
86 – 84 points = B (above average work)
83 – 80 points = B-
79 – 77 points = C+
76 – 74 points = C (average work)
73 – 70 points = C- (CLASS FAILED/NO CREDIT: 73 & BELOW)
69 – 67 points = D+
66 – 64 points = D (below average work)
63 – 60 points = D-
59 & below = F (class failed/no credit)

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

VI. COURSE REQUIREMENTS

A. Class Participation (10 points)

Participation credit will be determined by your attendance (including arriving on time and staying till class is dismissed), your preparation for class, your demonstrated student professionalism (see "Respect for Colleagues" below), your participation in and completion of in-class activities, and the contributions you make to class discussions. You are expected to initial a sign in sheet at the beginning of each class. Please communicate with me if you will be absent or will arrive late or need to leave early. I prefer email so there is a record of your communication. Excessive absences (more than 3) and a pattern of late arrivals or early departures may result in disciplinary action. We do a number of in-class activities that involve completing a worksheet; you are expected to turn these in to me before you leave class.

Participation points will be deducted as follows:

First absence	No deduction
Second absence	- 2.0 points
Third absence	- 4.0 points
Incident of student unprofessionalism in class	- 0.5 points
Unexcused tardy	-.0.5 points
Unexcused early departure	- 0.5 points
Failure to turn in/complete/pass class exercise	- 0.5 points

B. Values and Ethics Self-Assessment Paper (10 points)

This assignment is designed to help you become more familiar with the NASW Code of Ethics, and to prompt an examination of your values conflicts. Referencing the Code of Ethics, write a 4-5 page double spaced essay that addresses questions about specific principles and **standards**

that might be particularly challenging for you. Guidelines to be posted on BB under “Assignments”. Due Sep 20th

C. Agency Analysis (10 points)

This assignment is designed to help you become more familiar with your host agency. In a 4-5 page double spaced paper, describe the particulars of your agency (structure, mission, funding, client population, etc.); discuss the agency’s inner and outer environment (referencing Saleeby article) and its ability to meet the needs of a diverse population; the role of social workers in the agency; and your impressions of the agency as a newcomer. Guidelines to be posted on BB under “Assignments”. Due Oct 18th

D. Tests (20 points)

In order to reinforce concepts explored in the assigned readings, class lectures and class discussions and exercises, there will be 2 tests, one at mid semester, and one at the end of the semester (the second test will not be cumulative). Each test will be worth 10 points and may include a combination of multiple choice and short answer questions. Study guides will be posted prior to the test. **Test I on Oct 11th; Test II on Dec 6th**

E. Student Interview Project (20 points)

This assignment is designed to help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. It is a two part assignment that will result in two products for evaluation:

1. Videotaped Student Interview (10 points). Choose a student partner to interview about a problem or issue that is personal in nature but not particularly sensitive. Using a DVD, record yourself interviewing your partner for approx. 20 minutes. Interview your partner as if you were doing an initial assessment of him/her. Review the recording on your own and choose a short segment (5 minutes) from the video to show to your feedback group. Video must be completed by the date your feedback group meets on **11/1/12** (students will sign up for time slots in class). Due Nov 1st

2. Self-Reflection Paper & GAS Assessment (10 points). Reflect on the experience of interviewing your classmate and observing yourself by writing a 4-5 page double spaced typed paper. Along with this paper, complete and attach a one page GAS assessment on the student you interviewed. Due Nov 15th

Specific guidelines for this assignment to be posted on BB under “Assignments”.

F. Client Case Assessment & Self Reflection (30 points)

This assignment is also intended to help strengthen your assessment skills, but takes the challenge a bit further by requiring you to apply your knowledge and skill to an actual client at your agency. Choose a client from your caseload. Using information gathered from your interviews, collaterals and agency records, write a 5 page double spaced assessment using the format provided. Assessment must be signed and dated, and requires a Cowger’s Matrix attached as an addendum. After completing the assessment, answer the reflection questions provided in a 5 page double spaced paper. Specific guidelines to be posted on BB under “Assignments”. Due Nov 29th

VII. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (both may be found in the MSSW Handbook, see web address below) and assume responsibility for their own conduct. Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

A. Attendance and Participation: The success of the course is dependent upon students assuming an active role in class discussions. Attendance and participation for

the entire three hours of class are expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course.

The UT General Information catalog states that *“A student who is absent from a class or examination for the **observance of a religious holy day** may complete the work missed within a reasonable time after the absence, if proper notice has been given”* (p. 79). Notice must be given at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

B. Time Management: Assignments are due at the beginning of class. Papers turned in later than 15 minutes after class begins are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment is late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5% penalty. Late papers may be submitted to the receptionist at the Student Services desk; staff will place them in the instructor’s mailbox. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor at least 48 hours **PRIOR** to the scheduled due date. Students have one “free” late day per semester to be used at their discretion.

C. Respect for Colleagues: Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment. Managing technology (cell phones, laptops) is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

D. Safety: As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

E. Concerns about grade: Students with concerns or questions about grades are encouraged to discuss these with the instructor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment’s development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

F. Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines and grading rubrics for details). Papers submitted after the start of class on the due date or subsequent to the due date will be penalized (see above). When using information from other sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below).

G. Feedback: You will have at least two formal opportunities – mid semester and end of semester – to give anonymous feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this

process by giving thoughtful, constructive and specific feedback. Not only is it helpful to me as the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

H. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For your own privacy, please avoid discussing sensitive personal matters in class, and, if you choose, talk with me instead. I will respect and protect your confidentiality/privacy unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook). I am happy to connect you with resources in the community if your personal needs exceed what I can provide as your instructor.

I. Client Privacy & Confidentiality: If your class work causes you to reflect on past or current client contact, and sharing information about that contact is necessary for your learning process, please remember to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

J. Academic Withdrawals: Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C- or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement:

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Use of E-Mail for Official Correspondence to Students: Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (daily, or at minimum twice a week) to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an

announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Behavior Concerns Advice Line (BCAL): If while on campus students observe someone acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Policy regarding Social Media: Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the student's social networks. Client material should not be referred to in *any* form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

IX. Changes to Syllabus Disclaimer

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.

Find the *MSSW Handbook* at <http://www.utexas.edu/ssw/current/forms/>

Find the *MSSW Graduate Guide To Field* at

<http://www.utexas.edu/ssw/field/forms/>

Find this syllabus at <http://www.utexas.edu/ssw/eclassroom/> & on Blackboard

SW 383R Fall 2012 Course Calendar

Section 62885

Instructor: Robin Smith, LCSW

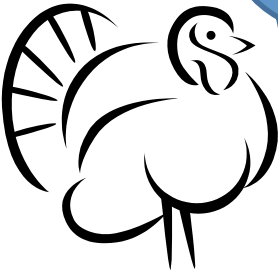

The following is a general guide to the 15-week fall 2012 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class or by email. Please check BB & email regularly for updates.

Date/Topic	Practice I Readings for Class	Practice I Assignments Due	For Field I
Aug 30 What to expect – overview of the course Review Syllabus Legacies DVD – SW History			Royce, et al. – The Student Intern: Learning New Roles
Sep 6 Values of the Profession SW Roles EBP Ecomaps	Hepworth Chs 1, 2, 3 SW Podcast – The Process of Evidence Based Practice Saleeby – The Power of Place		First Journal Due Read: S&K Ch 1
Sep 13 SW Values & Ethics Ethics class exercise Values & Ethics Assignment	Hepworth Ch 4 The Ethical Eye - Zur Congress – ETHIC model of decision making		Journal Read: S&K Chs 2-5
Sep 20 Intervention at the Mezzo, Macro Level	Johnson - Indirect Practice Action Lens - Principled Negotiation	<u>Values & Ethics Paper</u>	Journal Read: S&K Ch 6-9
Sep 27 Communicating with Empathy & Authenticity	Hepworth Ch 5 Faber & Mazlish – How To Talk So Kids Will Listen... Dewane – Professional Use of		Journal Final Draft of Educational Contract due

	Self		
Oct 4 Counterproductive Communication Cultural Competence	Hepworth Chs 6&7 Broaching the subjects of race, ethnicity and culture during the counseling process – Day-Vines, et al.		Journal <u>Process Recording I</u>

Date/Topic	Practice I Readings for Class	Practice I Assignments Due	Field I For Seminar
Oct 11 Test I Mid Semester Feedback			Journal Virtual Seminar (Directions to be posted on BB)
Oct 18 Assessment Student assessment class exercise	Hepworth Chs 8&9 Austrian - Guidelines for Conducting a Psychosocial Assessment, SWDR p. 376	<u>Agency Analysis Paper</u>	Journal
Oct 25 Assessment cont'd (as needed) Developing goals & formulating a contract	Hepworth Ch 12 DeJong & Miller – How to interview for client strengths		Journal <u>Process Recording II</u>
Nov 1 Video Feedback Groups 2:30- 4:00 Group 1 5:00 -6:30 Group 2 7:00-8:30 Group 3		<u>TAPED STUDENT INTERVIEW</u>	Journal No seminar this week
Nov 8 Planning & Implementing Change Oriented Strategies	Hepworth Ch 13 Ligon – Fundamentals of Brief Treatment, SWDR p. 215		Journal Read: S&K Ch 10-14

Nov 15 Difficult conversations Confrontation Paradigm class exercise	Hepworth Ch 17 Shulman – The Preliminary Phase of Work (Tuning In)	<u>Student Interview Reflection Paper & GAS Assessment</u>	Journal
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Nov 22 	Nov 22 		Monday Nov 19th: <u>Process Recording III</u>
THANKSGIVING HOLIDAY			
Nov 29 Managing Barriers to Change Termination	Hepworth Ch 18 & 19 Social Work Podcast – Stages of Change Model	<u>CLIENT CASE ASSESSMENT</u>	Journal
Dec 6 LAST CLASS DAY Test II Pot Luck Dinner	Have a delightful, relaxing winter break. You earned it!		Final Evaluation Narrative due

Special Educational Events:

<p>Sue Fairbanks Lecture in Psychoanalytic Knowledge</p> <p>Friday, October 5, 2012</p> <p>1:00pm to 4:00pm UTOPIA Theatre, School of Social Work</p> <p>Free admission (RSVP to Liz Nowicki at lknowicki@mail.utexas.edu)</p> <p>3.0 CEUs \$5.00</p> <p>“Across the Social Synapse: A Neurobiological and Psychoanalytic Approach to Enactments”</p>

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